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Adult educators view remedial education, higher education, and lifelong learning as the purposes for extending adult education programs through satellite communication. Thanks to communication satellites, the parameters of the adult education learning will be broad enough to include all adults regardless of age, sex, marital status, minority group membership, residential situation, or socioeconomic class. The predominant patterns of program development will be related to preparing people for vacations and leisure, providing up-to-date information, acquainting the public with the world around them, and furthering community, national, and international understanding. (ly)

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ADULT EDUCATORS CONSIDER

THE SATELLITE PROPOSAL

Statement submitted to
Ad Hoc Committee of Adult Education
Organizations - January 23-24, 1967
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by

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One by one this paper will review the

I. Purposes for extending adult education programs through satellite communication

1) to make up with educational lacks
2) to catch up with educational lacks
3) to keep up with social changes

II. Parameters of the Adult Education environment made possible through communication satellites

III. Persons to be influenced by ETV through communication satellites

1) Age

a) those of retirement age
b) the general adult population from 20-65
c) the sixteen to twenty year old drop-outs

2) Educational experience
3) Minority group membership
4) Residences
5) Sex and marital status

a) the level of education steadily rises
b) education increases job opportunities
c) those with education want more

6) Socio-economic class

IV. Programs for adult education beamed on channels reserved for same in communication satellite broadcasting

1) Those that show people how-to and why-to
2) Those that provide up-to-date information
3) Those that acquaint people with the world around them
4) Those that introduce the people of the world to each other.

I. PURPOSES FOR EXTENDING ADULT EDUCATION PROGRAMS THROUGH SATELLITE COMMUNICATION.

Adult education programs enable students

1) to make up
2) to catch up, or
3) to keep up with never before so easily available, universal educational opportunities.

1) Students who will be taking adult education programs by communication satellites will be able to make up their lacks in elementary or secondary school. Customarily, compulsory education laws expose most persons from the ages of seven to seventeen to this subject matter content in curriculums gauged to accompany progressive physiological and psychological development.

2) Students who will be taking adult education programs by communication satellites will be able to catch up with college and university education in the technical or liberal arts. Normally today, the older a person is, the less higher education he has had. Many of those who missed out on, or left, college, go back and pick up where they left off.

3) Students who will be taking adult education programs by communication satellites will be able to keep up with continuing or lifelong education. Rapidly accelerating technological changes demand both formal and informal, simultaneous and continuous, vocational and avocational, "re-tooling."

THERE'S NOT AN ADULT IN THE WORLD WHO DOESN'T FIT INTO ONE OF THESE CATEGORIES, whether that "world" be a city or state, a combination of cities or states, the planet Earth.

II. PARAMETERS OF THE ADULT EDUCATION LEARNING ENVIRONMENT MADE POSSIBLE THROUGH COMMUNICATION SATELLITES.

At the receiving end of the educative "communication circuit" today's adult education "student body" potentially contains everybody regardless of age, educational experience, minority group membership, residence, sex, or social class in the total social environment. Such an all-encompassing statement can be made because of the pervasive presence of the technological fact of television plus cumulative social habit patterns that have grown out of the struggles of the past century for democratizing lifelong learning. Indeed, the story of how a system of education that was clearly inadequate to the needs of an industrial society acquired a drastic redirection typically indigenous to America can be traced in the growth of the adult education movement. This growth began with an education for the elite of the society only, progressed through on-the-job training for adult factory workers, to lectures and demonstrations for townspeople through American Lyceum (1826), and the Chautauqua (1874) movements. Followed, library and correspondence associations which democratically exposed an increasing number of ordinary adults to the thinking of learned individuals. After the

passage of the Morrill bill in 1862 land-grant professors took information directly to the people on a face-to-face basis by travelling to them on horseback, by horse and buggy, seed corn gospel trains, gas buggies. Once ordinary folk began to acquire radio receiving sets after World War I the need for time-and pains-taking personal travellings of adult educators decreased. Through the medium of the radio - telephone, a teacher's message jumped the miles with heretofore unimagined ease and effectiveness. In half an hour, more self-chosen, informally learning persons could hear the voice of a professor than would have been able to listen to him after his having spent months on the road.

Not even Jules Verne could have predicted the revolutionary effects of this instrument on everyday living. Knowledge of it typically engendered possession of one. From the early 1920s radio sets became standard equipment in households throughout the nation. History repeated itself with the burgeoning and rapid development of television from the late 1940s. Television borrowed traditions, techniques, and personnel from radio. ETV profited from lessons learned the hard way in radio, frequently because the development of both media had occured during the lives of the same participants. Today, with Adult education through communication satellite imminently available, the potential audience has grown so great that anyone in the United States or the world including the imprisoned, the hospitalized, the drop-out, the housebound, and the professional--can become involved in teaching-learning situations by turning on a switch and setting a dial.

III. PERSONS TO BE INFLUENCED BY ETV THROUGH COMMUNICATION SATELLITES.

When we ask the question, "To what kinds of people will such ETV opportunities go?" it calls forth a succession of other questions. What are (1) the ages of the viewers? (2) their educational experience? (3) their minority group membership? (4) their residence? (5) their sex and marital status? (6) their socio-economic class? Taken in order, these statements can be made about each grouping of potential learning audiences waiting for the learning environment to be made possible through ETV Channels beamed by communication satellite.

1) AGE. The age of those persons taking adult education through television falls into three groups: a) those of retirement age, that is, sixty-five and over; b) the general adult population from 20-65; and c) the sixteen to twenty year olds, some of whom are out of school and out of work. At the onset it must be admitted that, although the statutory obligation of the United States Office of Education is "collecting and disseminating statistics and facts, and promoting the cause of education," a national approach to the statistics and facts of adult education had never been taken prior to October, 1957. In that year the Ford Foundation Fund for Adult Education made funds available to the Bureau of the Census for including questions on adult education in its population survey. Since enrollment in correspondence courses and on-the-job training were rejected from the questionnaire, and queries on any degree of participation in adult education through television excluded by omission, we must examine what is known about each group insofar as it relates to either their potentialities for or participation in adult education through television.

a) The Retirement Group: With 3000 people reaching their 65th birthday every twenty-four hours, one of the major developments in our society is the rising average age of its membership. In 1900 three people in every 100 were sixty-five or older, and one in ten is today. One in four will be in 1980. India's Hunzukut centenarians are under study, and those sensitive to the increase in life expectancy already achieved place some credence in occasional printed predictions of the medical journals that the hundred year lifetime is in sight.

Not only are people living longer, but they are living longer in a period of cultural change so accelerated that age and experience as such become more disorienting than orienting factors for adjusting. In retirement, as with the rest of life, the aged need involvement and approval in the world in which they find themselves. Unless they keep abreast of it, however, they become maladapted strangers in it.

Sproadic evidence gathered by state departments of education across the country confirm the idea that when encouragement and opportunities are provided, older adults are willing to participate in educational programs. Despite this willingness, no one denies that the schools and colleges of the nation already bulge at the seams with younger people. Considering the ninety-plus percent ownership of television sets as well as the altogether greater ease of home attendance, the potentialities for continuing learning through television for senior citizens alone merits the permanent reservation of adult education channels beamed from communication satellites.

b) The Middle Aged Group: Will be taken up on subsequent pages under other headings.

c) The High School and Dropout Group: On the other end of the age scale, the record baby crop born between 1943 and 1947 comprised the first age group in history to grow up with the completely new dimension in the experience of childhood made possible by the presence of television sets in the home. Through the decade of the fifties widespread parental consternation and blatant newspaper publicity attributed the shortcomings of the young chiefly to the fact that they were watching television more than twenty hours a week. Successive parental scapegoats of the century had been the dime novel, the comics, the movies, and the radio. At mid-century, commercial television seemed to roll all previous objects for blame into one.

On turning ten, from 1953-1957, these television-smitten youngsters entered fifth grade. Despite expansive efforts to universalize secondary education and the significant progress made in that direction, existing statistics foretold that no more than five hundred out of every one thousand of them were likely to finish high school. Even so, post-Sputnik anxiety put pressure on the schools to tighten up curriculums. Not only the space race but also the intensified requirements of a more complex and highly industrialized civilization demanded that ever higher standards of educational excellence be put before students in the schools. Unbeknown to them, for instance, 1958 marked the first year in the history of labor in which the number of white collar workers exceeded that of blue collar workers in the United States. From this year onward, an increasingly automated

economy would overtake the hewers of wood and the drawers of water. Henceforth, the surest prospect for unskilled labor was unemployment. In other words, the more education a young person had, the better would be his job future.

By 1963 these young people ranged in age from sixteen to twenty. Even the youngest of them had reached the time for deciding whether to stay in school or leave it. For those who remained, television (which had done some growing of its own along educational lines during their lives) offered a great deal beyond the lessons that came into classrooms via closed circuit. By enrolling in such courses as those made possible through Chicago's TV College, they can accumulate credits for college ahead of time. Still others attend rural high schools too small to hire teachers enough for covering all the subjects required for passing college entrance examinations. In such cases educational television channels can and have beamed otherwise unavailable instructional offerings in algebra, art, English, geometry, and physics to high schools that never had had an alumnus go off to college. Subsequent announcements of the admission of graduates from these high schools into various higher educational institutions of the country continue to reaffirm the heartwarming success of opportunities made possible to young people in the smaller communities of the country for hurdling college entrance requirements.

So much for the bright view of the college-bound verbally oriented. The shadow side of the picture concerns those who, unimpressed by predicted regrets over opportunities shunned in the present, drop out only to learn too late that the sooner one leaves school the less prepared he is to get or to keep any kind of job. One by one, a million of them have already found out the hard way that there is no place in our society for the young person who is out of school and out of work

Someone has called the years between sixteen and twenty "the old age of childhood." Like the sixty-five years olds just discussed, these late teenagers need respectable, responsible involvement in the world in which they find themselves else they become restless malcontents in it. Yet one searches in vain to discover something specifically designed to help these young people who grew up with the medium pull themselves away from the social shadows of their humdrum, often hoodlum, joblessness. Chances are slight that they will ever return to the formal school situations from which they have run away. If such be the case, the easy availability, the visual, non-demanding, non-censuring, form of presentation as well as the comfortable anonymity of educational courses through channels reserved for such purposes in communication satillite broadcasting ("Nobody needs to know") will extend the drop-out a second chance and a glimmer of hope

2) <u>EDUCATIONAL EXPERIENCE</u>. As with the very young adult group, continual opportunities for learning in all walks of life feed the contemporary fever for education beyond traditional cut-off points. To quote George Stoddard, one-time president of the University of Illinois,

> "In the United States, although we rarely mention it, there is a massive adult illiteracy in regard to economics, human behavior, philosophy, religion, art, public affairs and foreign cultures. Still we get nowhere by trying to lead adults back through the textbooks and the little tests..."

Looked at in these terms, sizeable holes show up in the educational fabric of everyone. And, since continuing education through television is not simply a contribution to our social institutions but a new social institution in and of itself, learners are free to dip into it wherever and whenever, they feel the urge or the interest. Recognizing this fact, admissions requirements often ask no more of the new student than that he be, "Any beginner," "Anyone fifty grade and up," "College or Adult."

Some few studies have been made which attempt to pinpoint the previous educational experience of those who formally enroll for televised courses. The majority of these studies reveals that people who have the most education are the ones who want more. Since the grades of such students commonly equal or excel those of the equivalent student on the campus, the over-all picture for educational television becomes more positive all the time.

Another pattern revealed in research is that of the repeated taking of courses. To put it another way, those who have had the most education want more. They want it oftener, in whatever form the adult education may take.

No one yet knows how to tap the elusive learner in the living room. Whether education is formally or informally acquired, because of current shortcomings in research techniques, registered attendances in formal educational situations monopolize existing educational statistics. A great deal of evidence supports the general statement that the level of education for the entire population has steadily risen from decade to decade during this century. When the ages of registrants for television courses range from fifteen to seventy-five years, it is somewhat startling (although not surprising) to find that the twenty and thirty year olds commonly exceed the forty, fifty, sixty, and seventy year olds in amount of formal education.

3) MINORITY GROUP MEMBERSHIP. Similarly deficient, statistics concerning the adult education activities of those whom the United States Department of Health, Education and Welfare classify as "non-white" are, nevertheless, the best available. Here again, the figures indicate that level of education is more important than either age or minority group membership in determining whether or not an adult continues his education. Fifty-eight percent of those non-whites so engaged in October, 1957 had graduated from high school or more while only twenty percent of those with less than a high school diploma had enrolled in any such activity. In other words, the proportion favored increased education for the more highly educated almost three to one. The figures released at the same time for non-participation reversed these proportions. That is, almost twice as many non-participants had less than a successful four years in high school as those with a high school diploma and more. (United States Department of Health, Education and Welfare, 1959: PARTICIPATION IN ADULT EDUCATION, Circular No. 539. Washington, D.C. Office of Education, page 11)

One explanation for the very large percentage (80.1%) of non-participation by individuals with less than high school graduation quite possibly lies in functional illiteracy (defined as having less than fifth grade education). As late as 1962 then Labor Secretary Arthur Goldberg testified before a House

education subcommittee that "there are about eight million men and women over the age of twenty-five who have not gone beyond the fifth grade."(Ohio State University Newsletter, 1962 October, page 2). About three million of these adult American "cannot read the label on a bottle of medicine or a help-wanted ad or the report cards their children bring home from school."(ibid.). Realizing this, adult educators have capitalized on the fact that most functional illiterates either own a television set or have access to one. One such program, Operation Alphabet, has been distributed through National Educational Television throughout the United States. It proved particularly appealing to people who would systematically resist returning to any kind of school, but who are, nevertheless, used to watching TV. In the testimonial of one student currently having the "bandages" removed from his eyes through Operation Alphabet, "With ETV you don't have to tell anyone you're illiterate. You don't have to wash and dress up to go out at night. You don't have to get a baby sitter." (Dorothea Kahn Jaffe. "TV to Aid Illiterates." Christian Science Monitor. 11 Dec 62).

Ordinarily an analysis of minority group membership in an educational endeavor would include details on religious affiliation. The nature of television as an instrument of communication, however, does not sort out viewers for eligibility to attend through any concern as to what religion affects the hand that reaches out to turn the knob. Impartiality becomes the medium. For this reason both racial and religious minorities who move about within the USA as well as those who come here from abroad informally absorb much of the national culture when they choose to watch a program on the always present television set. So also with isolated in-groups such as Amish and Hutterite farmers, Indians on reservations, and the like. By coming to the learner in his own place of residence --farmhouse, cold water flat, or quonset hut, both formal and informally educative television programs help minority peoples gain at least an exposure to the larger culture without the disquieting experiences of leaving the haven of their protective primary groups.

4) RESIDENCE. The unique ability of television to teach a student in his own place of residence opens up tremendous possibilities in terms of sheer numbers as well as varieties of people who increasingly participate in ETV. Surveys stretching over thirty years have brought to light the close relationship between proximity of an institution of learning and attendance. Compared to twenty and thirty year olds, the attendance of people over thirty-five in adult education activities conducted away from home has always been slight. It is highly probable that not only distance itself but also the time it took to overcome it physically affected low attendance records. Television, however, sends out aery tentacles to each place of residence, eliminating distance and inconvenience simultaneously.

This is particularly dramatic for the physically incapacitated and the imprisoned. Bedridden persons have been participating in all ETV courses from the beginning. In like manner hospitals have discovered the exhilarating power of educational television for keeping the minds of the sick active even while their bodies stay inactive. By all odds, probably the most unusual "residence" into which ETV beams programs are the prisons. To date, for instance, almost one hundred men and women prisoners have earned their Associate in Arts degrees through Chicago's TV College. Someone has said that the rights to an education do not exist unless the structures that turn these rights into reality also exist. As

an integral part of a prison rehabilitation program, ETV vests these rights with more form than fantasy. The metamorphosis of our entire penal system conceivably lies in this area of ETV alone.

5) SEX AND MARITAL STATUS. Educationally, the four walls of the separate homes of the nation confine a more subtly immured group. Before there were any ETV stations on the air, housewives appeared to pay more heed to the daily groans of fortune-tossed heroines in soap-sponsored morality plays on radio than to television. In various quarter-hour checks made before 1950 men were detected as viewing far more--and oftener--than women. Men also predominated in adult education activities held, except for correspondence courses, away from the home.

A thumbnail sketch of the average telecourse student listening to WOI-TV (the first educational institution anywhere in the world to own and operate an open-circuit television station) in Iowa in 1953 gave an inkling of dramatic developments about to spread across the country once the so-called fair sex discovered that stimulating sights and sounds of civilization lay only the flick of a switch away:

> "93.3% female with a mean age of 39.8 years. Most (79.4%) were married; 11.0% single and 9.6% widowed. When compared with other Iowa females, those in the telecourse population were older by an average of 8.4 years. In terms of marital status, fewer women enrolled in telecourses were unmarried than were those in the general population." (Harry Heath, "College-Level Telecourses for Credit: An Examination of a New Aspect of Adult Education, with Emphasis on the Activities of WOI-TV". Unpublished dissertation, Iowa State College, 1956. page 71)

Although they did not always register for credit or with degree ambitions, housewives reached out for all forms of educational television with unprecedented alacrity. A partial explanation of this lies in social circumstances already demonstrated. That is to say, that; a) the level of education for the people as a whole steadily rises; b) education increasingly paves the most direct way toward getting or holding any kind of job; and, c) those who have the most education want still more. Taken one at a time, these phenomena involve women in the following ways.

a) The level of education steadily rises. Justin C. Lewis, a statistician in the United States Office of Education, reported in the early sixties that women, who outnumber men in the eighteen to twenty-one age group, increasingly lessen the long-standing male majority on the American college campus. Recurring counts on college population by sex reveal that fewer women are dropping out during the degree-pursuing years. More of these women, in turn, despite the fact that more scholarships favor males, stay on to work toward the master's and doctor's degrees. No one has yet attempted to document to just what extent the 1950-1960 spurt in studying by older women influenced increased enrollments of younger women from the beginning of the sixties. The general big trend,

however, is a far cry from the arguments advanced less than one hundred years ago that "the weaker vessel" among human kind might well collapse from overwork and worry, leading inevitably to a lowering of academic standards.

b) Education increases job opportunities. In line with those same times, initial adult education opportunities did not include women. When she was Assistant Secretary of Labor, Esther Peterson once summarized the influence of education on job opportunities in a press conference in this way:

> "It is a fact that more women are working today than ever before and that about one-third of the married women of the country now are working outside the home ...A woman's education is an important factor among working wives. Experience shows that the chances that a woman will seek paid employment increase directly with the amount of education she has obtained." (Christian Science Monitor 26 April 62)

If one accepts the premise that education does indeed better job opportunities, then the expanding educational activities of women most certainly account for statistical reports to the effect that the eight-and-one-half million working wives in 1950 increased to twelve-and-one-half million in 1960 with projections that range from eighteen to twenty million for 1970. By 1956 nearly one-half of all the mothers of the country with school age children were already working, and during the decade of the fifties as a whole married women became the largest single group in the female labor force.

One might not be stretching the point too far to say that these developments were foreshadowed in the Heath diagnosis of telecourse students at WOI-TV from 1953-1955. At that time the married mother about forty who characterized this sample was more frequently in the labor force by a ratio of two to one than other women in Iowa.

c) Those with education want more. Heath's analysis further revealed that students enrolling for telecourse credits were more frequently in professional occupations than other women in Iowa by a ratio of eight to three. This "small revolution" brought about by the rush of housewives into all forms of adult education during the 1950s continues undiminished today.

By way of explanation for this development it might be mentioned that the life patterns of women as a group have changed more than any other sub-group in the adult education picture. As indicated in the table here reproduced, since the biologically determinable milestones in women's lives come earlier while their lifespans have become longer, they average from twenty-five to forty years of newfound leisure. When measured against the life expectancies of the rest of the world, these added years are equivalent to an extra lifetime.

Median Age When	1890	1957
She marries	22	20
Her last child is born	32	26
Her last child goes to school	39	32
Her last child marries	55	48
Her husband dies	53	61
She dies	68	77

(P. C. Glick, A Century of Higher Education for American Women. NY: Harper and Brothers, 1959. p. 148)

Considering the swelling totals of young people born since World War II now feeding into formal educational institutions, housebound housewives will necessarily turn to educational television opportunities on all channels as fast as they begin to beam programs along the highways and byways of the nation.

6) SOCIO-ECONOMIC CLASS. The greater number of available educational television channels to choose from once some form of public funding of programs beamed from communication satellites has been worked out will also have eventually researchable effect upon the usefulness of subdividing viewers by socio-economic class. More than a lifetime has sped by since Lloyd Warner and his colleagues succeeded in differentiating socio-economic classes as an unplanned by-product of an anthropological study of a Massachusetts community. In the interim occasional social scientists have sorted their fellow social beings into the categories introduced in Yankee City. No matter what the criteria for social visibility (amount of education, income, occupation, power over others, residence, status deference, etc), boundaries set up by the definers persistently refuse to stay put. To add to these difficulties, the levels of living, learning, and leisure of a greatly increased population continuously adjust to the spread of technology in all its various forms. As already noted in passing over the minority group membership of viewers, television sets potentially undermine the mental sets of the class-conscious by being unusually classless. Now unobtrusively present in the immediate environment of approximately ninety-eight percent of the people, neither Uppers, Middles, nor Lowers lay any special claim to it. Rather, like the genie in the lamp--nonchalant, non-selective, non-demanding--each set simultaneously awaits the bidding of every learner.

In brief, communication satellites bring the whole adult education field up by "a quantum leap."

IV. PROGRAMS FOR ADULT EDUCATION BEAMED ON CHANNELS RESERVED FOR SAME IN COMMUNICATION SATELLITE BROADCASTING.

The writer discerns four predominant patterns for program development. These are those that 1) show people how-to and why-to, 2) those that provide up-to-date information, 3) those that acquaint people with the world around them, and 4) those that introduce the people of the world to each other.

1) Those that show people how-to and why-to: Early agricultural adult education courses largely stressed production, measured in terms of so many eggs laid, bushels grown, wells dug, eroded acres reclaimed, etc. Today, such programs necessarily include more of the social sciences. Courses to do with language, for example, stress literacy, lip-reading, pronunciation, and the like in order to help unemployed become employable. Others update personnel who work in specializations as rapidly changing as medicine and education. Still others meticulously go about the task of retraining those whose jobs have been overtaken by automation, as well as in "retreading the retired." Further, programs in basic movement, bridge, child care, gardening, jazz, Yoga, soap- and wine-making fill unprecedented amounts of leisure time for avocational pursuits.

2) Those that provide up-to-date information: For a long time programs in the informational category were not usually presented in related series. More filled with day-by-day data about weather, crops, the market, politics, and news, these have become progressively sophisticated in content and in presentation. Enriched by the spontaneous immediacy that TV gives in its reportage of events as they occur, properly financed live presentations over ETV channels beamed via communication satellites will free television broadcasting from its present overall confinement to film and tape. This will also cumulatively alter gunpowder-and-pie stereotypes developed through commercial television that have heretofore sidetracked a more rapid realization of the potentials for cumulative learning inherent in ETV.

3) Those that acquaint people with the world around them: The underlying philosophy of these programs seems to be that, in order to live in the heights of the time, one needs to become aware of the great ideas of the time, its significant persons, its events of history-in-the-making import, its advanced and advancing specialities. By their very commitment educational television cameras will acquaint the average citizens with the sights and sounds of art galleries, botanical gardens, historic buildings, hospitals, museums, prisons, research laboratories, zoos, space capsules, the sea, the sky. Such programs aid persons' knowing about the world's art, drama, literature, music; of advances in knowledge about archaeology, chemistry, physical therapy, psychology, and surgery. Through this electronic outgrowth of the Lyceum, the Chautauqua, and the Seed Corn Gospel Trains, faculty members who do research will have a ready medium in which to stop and tell about it themselves. "This is not a course in physics," one newspaper quoted Dr. Edward Teller of the University of California at Davis. "It is a course in physics appreciation." To the extent that it is geared to readymade textbooks, formal education tends to neglect this approach at the same time that it frequently overlooks last-minute acquisitions of knowledge. For these reasons, veterans of years of classroom fidgeting surprise themselves by turning to ETV with appreciating appetites. Despite vociferous arguments that commercial broadcasters put up in the thirties against the principle of reserving channels for education, most of what ordinary people know about the Arctic, atomic fission, and space exploration, about civil rights and funerals of state, they have absorbed at first hand and close-up from television. No one immersed in today's habit patterns and expectancies can even begin to guess the tremendous extensions of knowledge and awareness when ETV programs become more encouraged,

financed, and numerous when it gets the boost contemplated through permanently reserved channels in communication satellites.

4) Those that introduce people of the World to each other: Originally more other-wordly, most of the initial purposes of adult education in this area sought to instill spiritual understanding. An ETV license is a community one, however, and thus ETV broadcasting becomes more this-worldly. Programs now range from education-for-community-understanding, through national, to education-for-international-community-understanding. In 1950 Iowa State in Ames produced the pioneer program series, "The Whole Town's Talking." Whole towns did talk about that series as they have more recently about such as WGBH Boston's presentations of the realia of city transportation systems in "Sick Transit." Lesser known and more numerous are local live performances which open up potentialities for the widening of all general knowledge and experience through identification and involvement on a person-to-person basis. These same performances, when broadcast nationally and internationally, aim to capitalize on the extraordinary capacity that TV has for presenting the faces and voices of the world to the world. In so doing, the grand objective is always to stimulate the thinking-through of inherited prejudices against this or that "race" by exposing basic similarities of the one human race that supercedes traditionally touted differences. At the 1963 national adult education conference in Florida, television-educator Kenneth Christiansen of that state pleaded for programs that developed a worldwide "sense of human connection." Perhaps, say such as he, programs couched in the international language of sight-and-sound television, beamed by communication satellite from places over the world to people all over the world will turn out to be mankind's own most humane defense against "the bomb."

We end with the greatest reason of all for opening up the learning windows of the world to the world. When the United States, as one of the most highly technologically developed countries of the world regularly beams adult education programs to its citizenry by communication satellite, it will have contributed its part toward a future world wide educational environment in which all governments will eventually take part. It's up to the richest and most highly educated to lead.

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